DEVELOPMENT OF PERFORMING ART INTEGRATED LEARNING ENRICHMENT PROGRAMME AND ITS IMPACT ON PRE-SERVICE TEACHERS' DISPOSITION AND SELF-EFFICACY

Synopsis

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Submitted by

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1.0 INTRODUCTION

Education is a process that includes the acquisition and development of knowledge, skills, values, and beliefs. It is the way of making the child a complete man who can productively contribute to the development of society. Education comprises the teaching and learning processes. Earlier, the education system was teacher-centered, all the teaching-learning process was solely decided and guided by the teacher, with very less or no role for students. The focus was on the textbook material only, thus learning various life skills and values got neglected. With the changing needs of the world of education and society, there is a demand for bringing change to our education system. Now, the requirement is to provide child-centered education and make provisions to conduct the learning process outside the classroom and make it more joyful and experiential for the students. **National Education Policy (2020)** focused on activity-based, play-based, discovery learning, and experiential learning for elementary students. The main focus is on making education holistic and multidisciplinary. It also emphasizes the removal of any hard separations between disciplines and providing inclusive education for all. With the suggestions of the **National Curriculum Framework (2005)** learning was shifted from rote to creating it, the students were taken outside schools to enhance learning and it was made joyful without any burden. Its main aim was to make education learner-centered. Various strategies and approaches can be adopted by teachers to provide learner-centered education and one of them is integrating arts in education.

1.1 MEANING OF ART INTEGRATED EDUCATION

Art-integrated education is the system in which education is imparted ‘through the arts’ and ‘with the arts’. It is the approach where arts become the medium of teaching and learning. Arts in education mean applying the various aspects of aesthetics in education in order to make learning more effective and joyful. Under this model of teaching-learning, the students are given opportunities to explore and construct the concepts with the help of various forms of art. **NCERT in its Art Integrated Learning Guidelines (2019)** stated that Art Integrated Learning (AIL) is a framework of experiential learning that provides an equitable environment for all students to learn at their own pace and they can construct their own knowledge with the support of art integrated activities provided to them.

1.2 VARIOUS FORMS OF ARTS

Art has been a traditional source of informing people about the art and culture of any country. Arts can be classified into two major categories i.e., visual arts and performing arts. Visual arts are the category that includes works that are primarily visual in nature which meet the eye and evoke emotion through an expression of skill and imagination. It encompasses various forms of arts that focus on expressing emotions (affective domain of learning) through visuals. Another major category is the Performing arts. Some of the art forms are shown as-

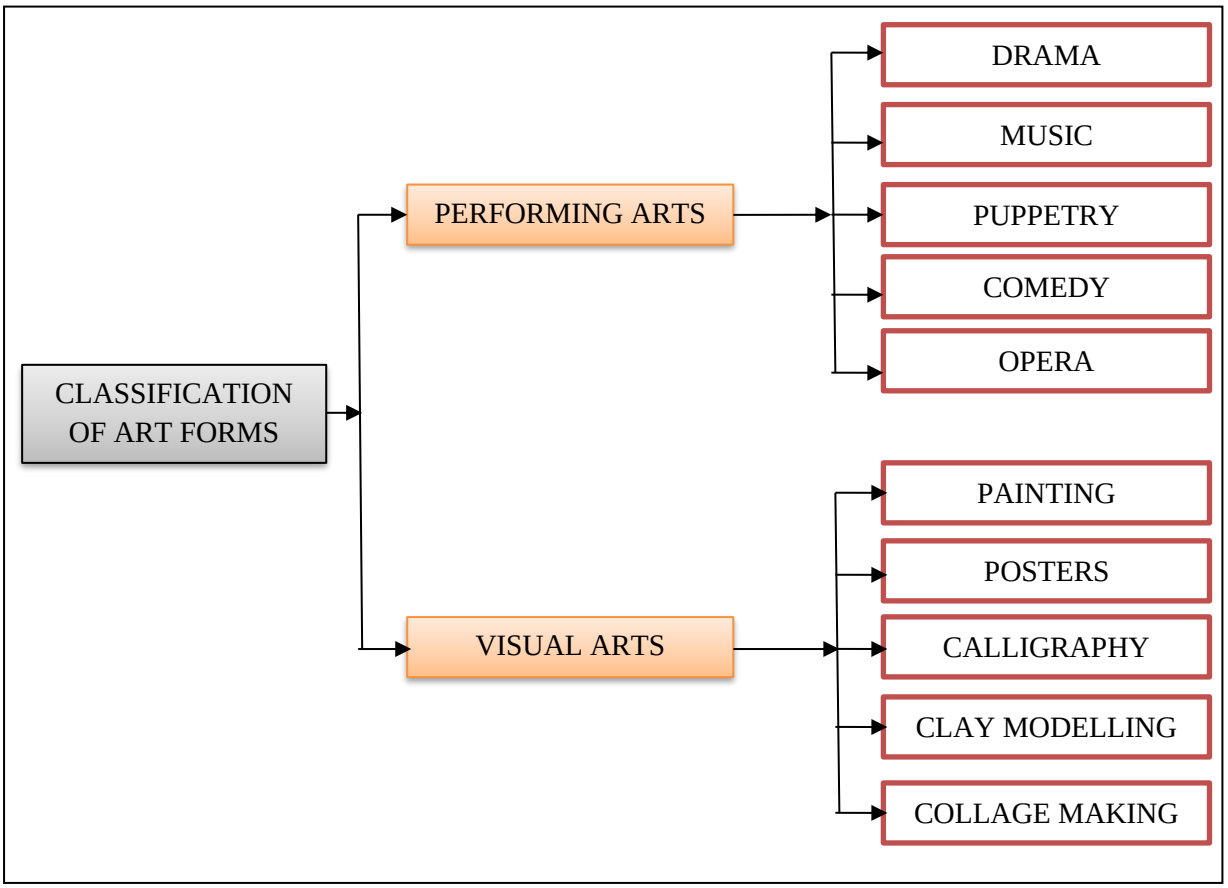

Fig 1.0 Image showing classification of art forms

Art integration in education results in productive and fruitful learning of learners. Integration of various forms of arts in learning helps in enriching the round development of learners. It facilitates the development of all 3 domains including cognitive, affective, and psychomotor. It develops various skills in students and brings about a change in their behavior so as to improve their learning. **Moss & Morris (2002)** in their study stated that art integration enhances students' learning by motivating them intrinsically and increasing their understanding level. Similar results were shown in the study by **Gulatt (2008)** that art integration increases the learning power of the students. Art Integrated Learning

improves critical thinking, logical thinking, and reasoning power among students so that they can find cause-and-effect relations behind every act. A study conducted by **Eutsler (2017)** revealed that using arts as a resource in classroom teaching improves the critical thinking of students. It also helps the students to develop imagination through creating and performing the theatre and other dramas by adapting different roles and characters. Various studies conducted by **Punzalan (2018), Hakan (2018), Tecnam (2018**), and **Mehling (2017)** concluded that integrating arts and their different forms in education has a strong contributory role in enhanced academic achievement, creative thinking, expressions, social-emotional behavior and interest towards learning.

Art Integrated Learning facilitates multifaceted development of the learners which includes self-expression skills, critical thinking, creativity, retention power, social skills, and the ability to connect learning and brings holistic development among them. **Hardiman, Rinne & Yarmolinskaya (2014)** in their study concluded that art integration increased the retention power of the students. For producing more positive results of art integration we need to take steps for its successful implementation in the classroom which requires training the teachers first on how to integrate art and its various form in their teaching approach. For teachers, Art integrated activities and learning experiences are essential as they are the ones who are going to transact them in real classrooms. Teachers facilitate the learning of the students and they are held responsible for the effective and successful transaction of curriculum for which training program is necessary to make them skill-oriented teachers. The training for future teachers is provided through a program named Pre-Service Teacher Education. It is the training that is given to the pupil teachers before their actual service in the teaching profession. It is the course that is designed to train teachers to teach and to equip them with adequate teaching methods and strategies. **Katwijk, Jansen & Van Veen (2021)** in their work stated that pre-service teacher education program improves the quality of teachers. The objective of pre-service teacher education is to give theoretical and practical knowledge to teachers and to develop the required skills, values, and attitudes to manage the real classroom learning environment. The pre-service teacher education program has a significant effect and brings positive changes in the attitude of the teachers **(Dwidedi &Singh, 2012).**

A teacher may interact with students of different ages, from infants to adults, students with different abilities, including gifted students, and students with learning disabilities. Hence, teaching is a complex job, which is why prospective educators are mandated to have degrees in general education, subject-specific education, and/or specialized education; in many countries license is also required for teachers. Providing Art Integrated training to the teachers will help them to deal with all types of learners including, gifted and differently-abled learners by creating a positive and joyful environment in the class. Research conducted by **Yhayai, Fakria.et. al. (2021)** depicts that the integration of art in education improves the attitude of learners with special needs. Art Integration program enhances the interest of students with disabilities in arts and leads to improve behavior and overall performance in the classroom **(Fuss, 2015).** In early times, teachers were just considered scholars who were in need of being equipped with only theoretical knowledge, and practical exposure was not considered essential for them in the present scenario practical training is being more focused and stressed as the practical skills will facilitate the teachers to teach the content effectively and with productive teaching strategies and techniques. Productive teaching methods and strategies include a multidisciplinary approach for which one way is to integrate art into learning. In order to train the teachers for such integration we need an Art Integrated Learning Enrichment Programme.

An enrichment programme lies at the heart of all teaching. It enables one to realize the potential and supplements the learning. Although the programme is usually hidden from students, it involves deliberate choices about what, when, where, and how to teach. Decisions need to be made about the content, structure, timing, pedagogical strategies, sequence of learning activities, type and frequency of assessment in the course, as well as the nature of the technology used to support learning. Enrichment programme is a framework that supports learning experiences. Learning design, in that sense, is a way of doing instructional design. It is cost-effective, given that it ensures students learn efficiently by creating high-quality learning materials that take into account the strengths and weaknesses of students. Enrichment programmmes increase the academic achievements of gifted and talented students **(Mahmoud, 2014).** This programme will include performing art including drama, music, and puppetry for teaching the content to the pupil teachers. It encompasses various teaching-learning materials, activities, and exercises that will be designed with the integration of arts.

Arts-Integrated Curriculum uses the arts as a vehicle for learning and as a method of teaching. Students are engaged in dual learning objectives by doing the creative process and exploring connections between art forms and other subject areas to gain multidisciplinary understanding **(Kennedy Center, 2014).** Students get the opportunity to have a deeper meaning and understanding of both arts and curricular areas. Art Integrated enrichment programme will develop various skills including positive attitudes, values, practical knowledge, creativity, and beliefs among teachers which will lead them to be better teachers. All these qualities come under the term Teacher's Disposition.

Disposition refers to the qualities of a person related to mind and character. It is the way how one perceives the world and its components. It is considered the general attitude and mood of a person about life. Teachers' Disposition includes the beliefs and attitude which makes their personality and provides a framework to view and interpret the world. It describes the way a teacher interacts with students, colleagues, parents, and society. It can be demonstrated through both verbal and non-verbal behavior of the teachers. The program will help the teachers to boost their disposition by enhancing their creativity, and their practical skills of performing various arts while transacting the content and will equip them with the knowledge of applying various strategies to suit the different learning styles thus developing their positive beliefs towards life and learners. **Schussler, Stooksberry & Bercaw (2010)** in their study concluded that disposition helps the teacher to enhance their reflecting skills and to develop multiple perspectives.

Dispositions of teachers will also motivate them to be committed to teaching and learning, demonstrating cultural competencies, positive collaboration with others, and communicating professionally and effectively as stated by **Caroll (2007)** in his work that disposition is required for developing decision-making and judgments required for effective teaching. We are required to develop positive disposition among teachers for their better personalities and for the balanced development of the teachers and students in addition it will enhance the teaching-learning quality**.** **Asamonye & Ogbnnaya (2018)** in their work revealed that disposition has significant effect on teachers' teaching abilities and enhanced the quality of teaching and learning. A positive attitude and balanced development require self-belief or self-confidence. Believing in self and own capabilities is a prerequisite for better growth. This self-belief is termed Self-efficacy.

Self-efficacy refers to the belief in the capability of self of performing various activities in an effective way. The concept was originally given by Albert Bandura. It is the belief in the self's ability to meet the challenges in various stages of life and to find efficient solutions. It refers to the self-belief that leads to behaviour that helps in completing the task successfully and achieving the pre-determined objectives **(Hopper, 2021).** Self-efficacy highly influences an individual's action, effort, thinking ability, and way of accomplishing tasks resulting in enhanced abilities and making one more confident about the desired results.

Horcajo & Hihuero (2022) reported the same thing self-efficacy has a significant effect on cognitive and physical performance.Teachers' self-efficacy is the teachers' belief and trust in their abilities to be successful teacher that possesses all the required skills and performs his/her role of disseminating knowledge in an impressive way. For bringing things into action and performing those in the best way self-belief is a must which is required to engage and motivate students in the teaching-learning process and to make the learning environment interesting and joyful even when the learners are feeling bored.

Zee & Koomen (2016) reported that teachers 'self-efficacy has a positive impact on classroom environment, students 'academic progress, and teacher well-being. Self-belief can be enhanced by the art-integrated programme which will enrich them with the various strategies and methods to deliver content and make them confident in their learning. It helps to improve the academic achievement of the students **(Shahzad & Naureen, 2017).** Art Integrated programme will help the teachers by making them creative and divergent thinkers which helps them to develop positive linkage with students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment.

Kane (2021) studied the Impact of Training on Teacher Self-Efficacy and the implementation of Art Integrated Strategies and showed that art implementation resulted in high self-efficacy. Teachers with high levels of self-efficacy expertise have higher levels of job satisfaction and lower levels of job-related stress and face fewer difficulties in handling students' misbehaviors. Hence it is essential for teachers.

2.0 EMERGENCE OF THE PROBLEM

Education plays a vital role in achieving the goals of life and the nation. It helps in the development of individuals and the nation by imparting knowledge skills, attitude,s and values. Art Integrated Learning plays an eminent role in ensuring the multifaceted development of learners by allowing them to engage in learning and providing space for numerous opportunities to learn. **The New Education policy (2020)** has focused on implementing art strategies in education and makes it compulsory for schools to take initiation. The successful implementation of such integration in the classrooms requires the teachers to be well versed in it as the responsibility of imparting art integrated education is on the teachers. For the desirable changes in the behavior of students, we are required to bring those changes to teachers first.

Various policies and programs are introduced by the Government of India for the promotion and describing the strategies to integrate arts. **NCERT (2019)** has published a paper on guidelines for integrating arts in education at various levels and suggesting various strategies to integrate various subjects. In spite of such programs and guidelines, the reality is completely different. In real classroom situations, many teachers are not working towards it; they are not adopting any changes in their teaching approach. There can be many reasons behind it including a lack of teachers' training regarding the strategies of art integration or they may be afraid to change their approach. For the implementation of the suggestions of NEP2020 of integrating arts in education at the ground level, we are required to train them for such integration and for which an Art Integrated Learning Programme is required. The researcher has found many pieces of research that have proved that art integration in pre-service teacher education has laid a positive impact on the training of teachers. After going through the above suggestions by various policies, observing the reality of art integration on the ground level, and the need for art integrated learning programme for pre-service teachers in the present scenario the topic has emerged in the mind of the researcher.

3.0 JUSTIFICATION OF THE PROBLEM

In schools and colleges, traditional methods are used to impart education. The use of traditional methods of teaching does not seem to be productive and beneficial for the students. With the tremendous change in the need for education and social norms, there is a need to bring modification in

the teaching methods and to adopt constructive and innovative teaching methods which will develop the interest of the learners in the classroom. **NCF 2005** has focused on providing experiential learning to the students and providing a joyful environment in the classrooms. One of the methods to make learning constructive and experience based is to integrate arts into education. **New Education Policy 2020** has also laid stress on integrating arts in education and imparting knowledge and skills through art integration with the use of various forms of arts at the school level**. CBSE in Circular No.Acad-12/2019 (8 March 2019) s**aid that 'One universally accepted manner of making learning joyful and innovative is art integrated learning. Aesthetic sensibility and experience are the prime sites of the growing child's creativity. Art-integrated learning makes classroom transactions joyful and creative and also promotes the appreciation of our rich art and cultural heritage.' **National Art Education Association (2021)** stated that art integration fosters multidisciplinary understanding, motivates learners, and nurtures various skills like creativity, imagination, interpretation, and the capacity to build connections between self, others, and the world. Art integration in education supports the concept of constructivism. Just like constructivism, it is the approach that provides a platform for students to create their own knowledge.

Recent research on Art Integrated Learning highlighted the effect of art integration on various aspects of the teachers and learners. Research done on 30 primary students with intellectual disabilities disclosed art and craft activities laid a positive impact on acquiring functional skills in reading **(Maheswari & Chinnasamy, 2022). A study conducted by Buonincontro , Anderson & Manalang (2020)** remarked that drama-based instruction engages students in learning through verbal and gestures and highlights the importance of meaning-making through body gestures and expressions. Another study conducted on students with disabilities revealed that art integration has laid a positive impact on academic and social development. It also highlighted that parents of those students encouraged the use of arts in education **(Shouma, 2020).** Art integration is not only beneficial for students' and teachers' behaviors but also stimulates parent engagement in child's learning as highlighted by **(Shih, Tseng & Chao, 2019).**

Numerous studies have been conducted that have proved that the integration of arts in pre-service teacher education programme emphasizes a positive impact on teachers and their abilities. A study by

Neutov (2021) on integrating visual arts into the mathematics curriculum: The case of pre-service teachers has proved that Integrating art as a learning-teaching approach contributes to motivation, stimulates positive feelings, and increases curiosity. It also resulted in better achievement in Mathematics. **Zhou and Brown (2018)** in their study showed that art integrated approach develop positive attitude and skills among teachers. **Zakaria (2019)** in his study showed that art-based learning improved the learning outcomes of the teachers in comparison to those who were taught by conventional methods. In his research, Walling proved that the benefits of a strong art program include intensified student motivation to learn, better school attendance, increased graduation rates, improved multicultural understanding, and the development of higher-order thinking skills, creativity, and problem-solving talents. **Miller & Bogatova (2019)** conducted a study on students, classroom teachers, and teaching artists and documented that art integration enhances the quality of teaching, student engagement, and learning habits. **Mc Laren & Arnold (2016)** in their research work shows that teachers who engaged the arts in their teaching approach had shown positive impacts on learning. **Tilman, Daniel,et.al. (2014)** in their work shows that most pre-service teachers provided positive feedback about the music-integrated teaching approach for Mathematics as it removed the limitations of the conventional method.

The current trend of integrating art-oriented pedagogies in education imposes a great obligation on teachers to be well-versed in the techniques and strategies of integrating arts in education. Art-integrated education is the future of education where the learners will get numerous opportunities to be a part of learning and it will consider different learning styles of students besides developing various skills and attitudes required in the 21st century. In order to have a better future of education with the successful implementation of art-integrated learning, we must work on training future teachers on how to integrate various forms of arts in learning. Art Integrated Learning (AIL) has proved to be beneficial for learners by ensuring their multifaceted development and their participation in learning. For such all-around development of learners, there is a requirement of training teachers for organizing the learning experiences providing opportunities for overall development. The researcher felt that there is a need for change in the approach in which pupil teachers are trained with art integration strategies and also not able to find research integrating arts in pre-service teacher education in India

and on the teachers' disposition and self-efficacy; the researcher has decided to conduct the study. After reviewing the above research following are the questions that are raised in the mind of the researcher-

Q. 1 Which dimensions will be covered under Performing Art Integrated Learning Enrichment Programme?

Q.2 How Performing Art Integrated Learning Enrichment Programme will be developed for the pre-service teachers?

Q.3 How Performing Art Integrated Learning Enrichment Programme can be transacted to the pupil teachers in order to enhance their art-integrated teaching skills?

Q.4 How Performing Art Integrated Learning Enrichment Programme will impact the teachers' disposition?

Q.5 How Performing Art Integrated Learning Enrichment Programme will impact the teachers' self-efficacy?

4.0 STATEMENT OF THE PROBLEM

Development of Performing Art Integrated Learning Enrichment Programme and its impact on pre-service teacher's disposition and self-efficacy.

5.0 OPERATIONAL DEFINITIONS

5.1 Art Integrated Learning Enrichment Programme

In the present study, the enrichment programme is the teaching-learning material developed by the researcher for the pre-service teachers. This programme will be prepared with the integration of performing art. It will include learning content, activities, and other learning experiences required for teachers. This programme will embody forms of performing arts i.e., drama, music, and puppetry.

5.2 Teacher's Disposition

The National Council for Accreditation of Teacher Education (2008) pg. 89 defines teacher dispositions as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

In the present study, the disposition of teachers is the umbrella term that covers the professional ethics, knowledge, attitude, skills, and values of the teachers. It is the commitment that ensures teachers' success in the classroom and how they will behave with the learners, colleagues, and community. It is the enthusiasm of teachers to teach students in the best suitable way.

5.3 Teacher's Self-Efficacy

According to Caprara et.al (2006) "It refers to a teacher's belief in his/her ability to successfully cope with tasks, obligations, and challenges related to his/her professional role (e.g., didactical tasks, managing discipline problems in the class, etc.)"

In the present study, teachers' self-efficacy is the belief or confidence in the capability of self for engaging and motivating the students. It is the judgment of own capabilities by the teachers for ensuring desired outcomes in learning and bringing desirable changes in the learners. It is considered the belief of the teachers that they can perform better in different learning situations.

6.0 OBJECTIVES OF THE STUDY

1. To develop the Performing Art Integrated Learning Enrichment Programme for the pre-service teachers.
2. To transact the Performing Art Integrated Learning Enrichment Programme to the pre-service teachers.
3. To study the effect of Performing Art Integrated Learning Enrichment Programme on teachers' disposition.
4. To study the effect of Performing Art Integrated Learning Enrichment Programme on teachers' self-efficacy.

7.0 HYPOTHESES OF THE STUDY

Ha1- There will be a significant effect of Performing Art Integrated Learning Enrichment Programme on the pre-service teachers' disposition.

Ha2-There will be a significant effect of Performing Art Integrated Learning Enrichment Programme on the pre-service teachers' self-efficacy.

8.0 DELIMITATIONS OF THE STUDY

1. The present study will be delimited to the pre-service teachers enrolled in D.El.Ed program.

2. The present study will be delimited to the District Institute of Education and Training (DIET), Agra.

3. In this study, the performing arts will be limited to drama, music, and puppetry.

9.0 RESEARCH METHODOLOGY

The researcher will use the following methodology for the study-

9.1 VARIABLES OF THE STUDY

Independent variable- Performing Art Integrated Learning Enrichment Programme

Dependent variable- Teachers' Dispositions, Teachers' Self-efficacy

Control variable- Teaching learning situation, age, time, and interest.

9.2 RESEARCH METHOD

For the fulfilment of the objectives of the study, the researcher will employ the quasi-experimental research method for present study. Quasi-experimental research method involves the manipulation of an independent variable without the random assignment of participants to conditions. It is an empirical interventional study that does not use randomization to determine the incidental effects of an intervention on the target population.

9.3 RESEARCH DESIGN

In the present study, the researcher will use a pre-test-post-test non-equivalent group design because the sample selection of the sample unit is not done randomly and there are fewer chances of equivalent groups.

Table 1.0 Table showing the research design of the study

GROUPS	PRE TEST	INTERVENTION	POST TEST
CONTROL GROUP (Intact Group)	Pre-test of Pupil Teacher's Disposition and self-efficacy.	Control group will follow conventional classroom practices.	Post-test of Pupil Teacher's Disposition and self-efficacy.
EXPERIMENTAL GROUP (Intact Group)	Pre-test of Pupil Teacher's Disposition and self-efficacy.	Transaction of Art Integrated Learning Enrichment Programme.	Post-test of Pupil Teacher's Disposition and self-efficacy.

1. **Pre-Test-** The researcher will apply the tools of teachers' disposition and teachers' self-efficacy on the pre service teachers of both the control and the experiment group before any intervention programme.

2. **Intervention-** The intervention programme will be conducted in four phases shown in figure 2.0.

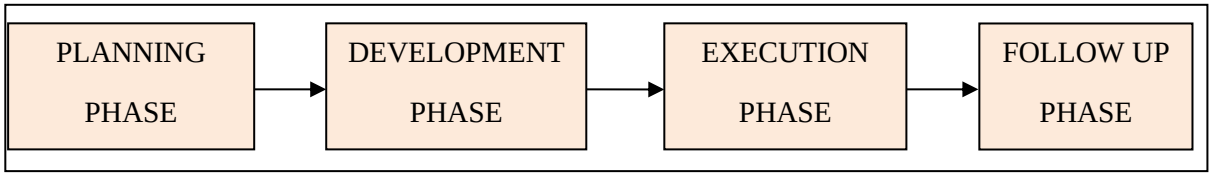

Fig.2.0 Image showing the phases of intervention

Phase 1 Planning -In the first phase of the intervention the researcher will plan out the whole enrichment programme. The programme will be planned after considering the needs and objectives of the integration of art in education. For this purpose the researcher will explore the prerequisites related to programme and the content analysis will be done based on that. The programme will be chalked out on the basis of observation and discussion with the experts. This phase will include the following steps-

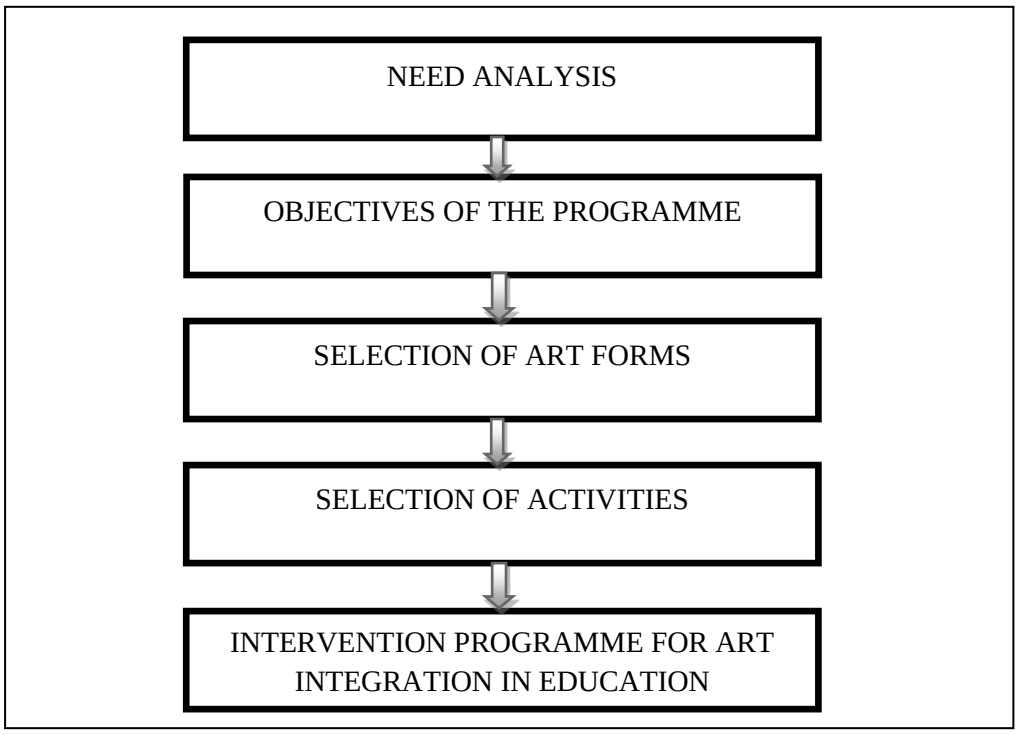
NEED ANALYSIS
OBJECTIVES OF THE PROGRAMME
SELECTION OF ART FORMS
SELECTION OF ACTIVITIES
INTERVENTION PROGRAMME FOR ART INTEGRATION IN EDUCATION

Fig. 3.0 Image depicting the planning phase

Phase2 Development- After analyzing the needs and formulation of objectives researcher will develop the intervention programme for the pre-service teachers. In this phase the researcher will develop the art integrated lesson plans in different pedagogies and other teaching learning materials to be taught to the pre service teachers. This phase will be conducted in the following steps-

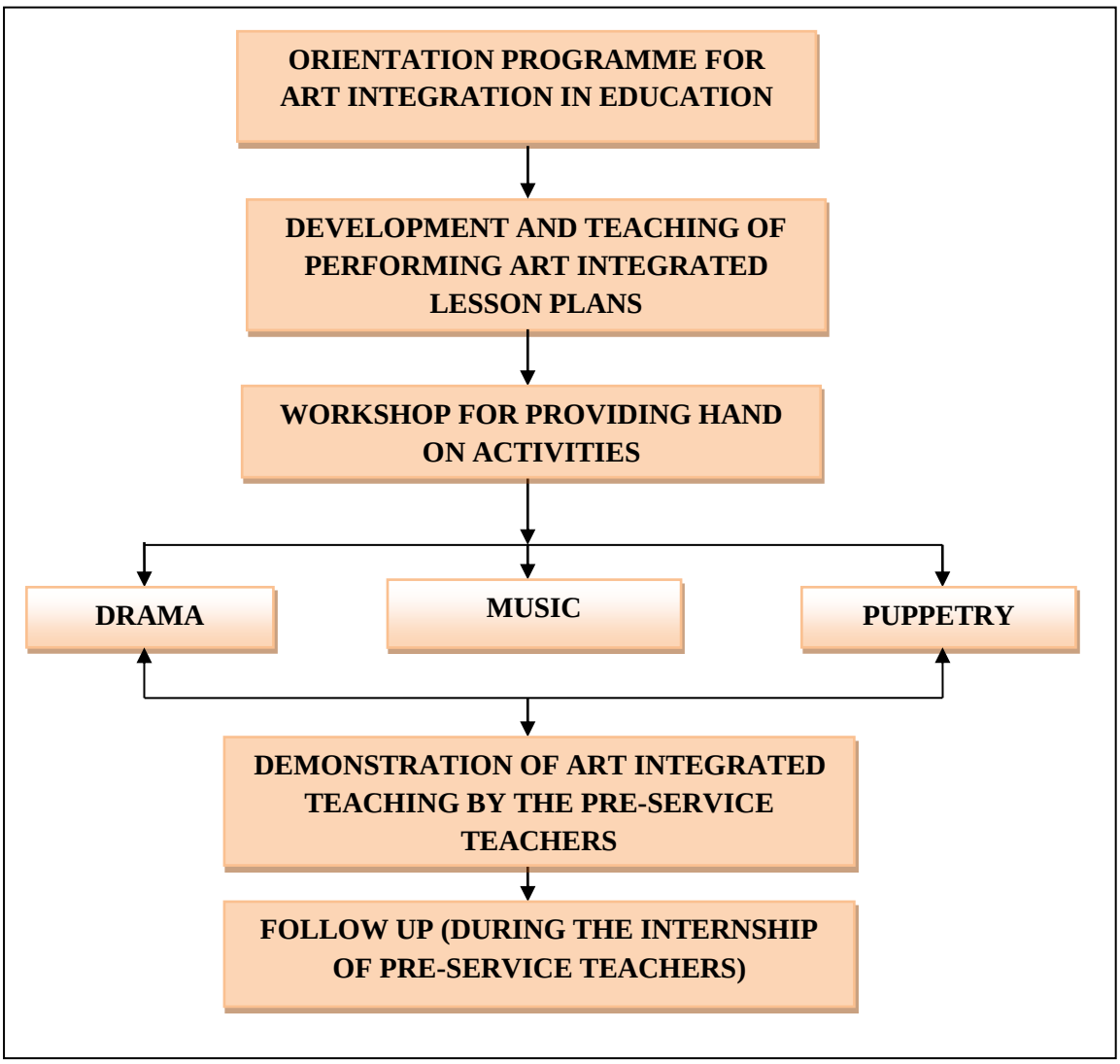
ORIENTATION PROGRAMME FOR ART INTEGRATION IN EDUCATION
DEVELOPMENT AND TEACHING OF PERFORMING ART INTEGRATED LESSON PLANS
WORKSHOP FOR PROVIDING HAND ON ACTIVITIES
DRAMA
MUSIC
PUPPETRY
DEMONSTRATION OF ART INTEGRATED TEACHING BY THE PRE-SERVICE TEACHERS
FOLLOW UP (DURING THE INTERNSHIP OF PRE-SERVICE TEACHERS)

Fig. 4.0 Image showing the development phase of study

Phase 3 Execution – In the third phase the researcher will implement the programme developed in the previous phase and motivate the pre-service teachers to use the Performing Art Integrated Enrichment Programme in their classroom teaching. The pre-service teachers will receive the Performing Art Integrated Enrichment Programme for the 4 weeks in which they will be oriented about the theoretical basis of the programme and various activities and workshops will be conducted to equip them with the practical skills and opportunities will be provided to them to depict their ideas as planned and developed above. The execution phase will be conducted as:

Table 2.0 Image depicting the execution phase of the study

PHASES	Orientation Programme	Development and Teaching of Lesson Plans	Workshop and Teaching Learning Material development	Art Integrated Teaching by Pupil Teachers on different pedagogies

TIMELINE	1 Day	5 Days	Demonstration by the Researcher- 8 Days	4 Days
			Practice by the Pupil Teacher- 12 Days	

Phase 4 Follow-up - After providing the intervention programme to the pre-service teachers of the experimental group the researcher will follow up during the internship with the help of an observation schedule and will test the effectiveness of the programme by applying the tools of teachers' dispositions and self-efficacy on both groups as post-test and will compare the results.

9.4 SAMPLE OF THE STUDY

For attaining the objectives of the study, it is necessary to select the sample with proper care and with the use of the appropriate methods. In the current study, the researcher will use the purposive random sampling method to select the institute i.e. District Institute of Education and Training (DIET), Agra. The sample size will be 100 pre-service teachers selected by forming intact groups and assigning one section as a control group and one section as the experimental group. The sampling procedure can be depicted in the flow chart as follows-

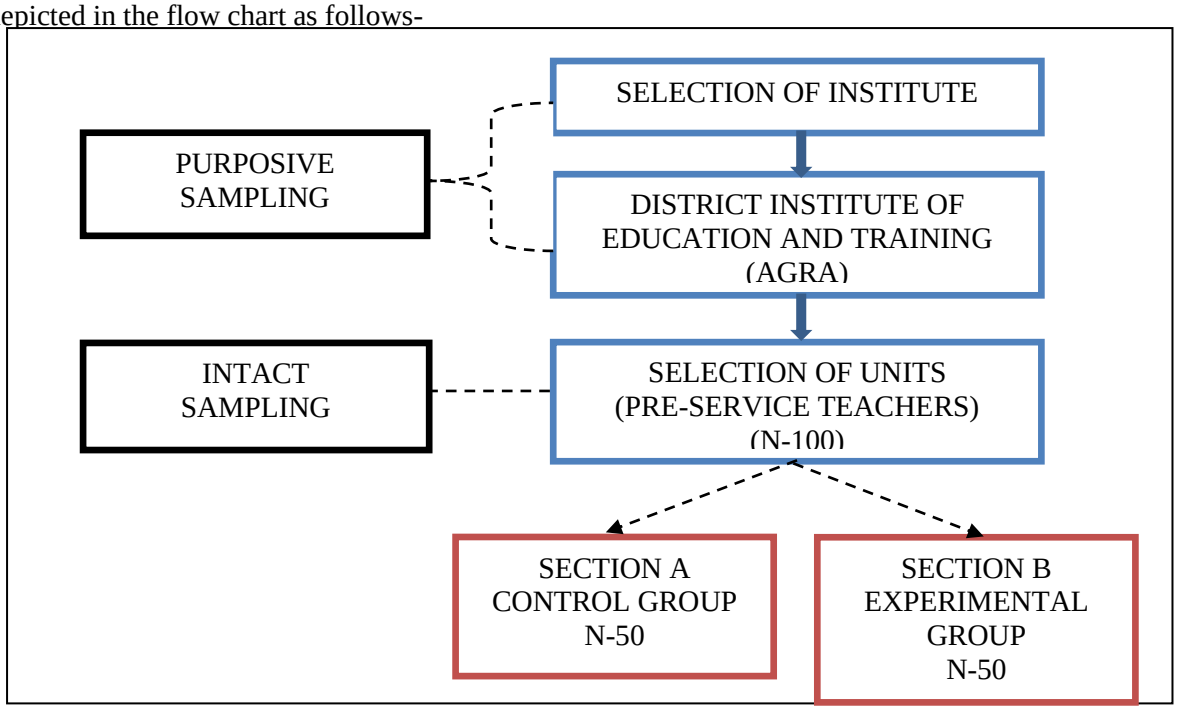
SELECTION OF INSTITUTE
PURPOSIVE SAMPLING
DISTRICT INSTITUTE OF EDUCATION AND TRAINING (AGRA)
INTACT SAMPLING
SELECTION OF UNITS (PRE-SERVICE TEACHERS) (N-100)
SECTION A CONTROL GROUP N-50
SECTION B EXPERIMENTAL GROUP N-50

Fig 5.0 Image depicting the sampling procedure of the study

9.5 RESEARCH TOOLS

For achieving the objectives of the study the researcher will use the following two tools in the research:

1. For assessing teachers' dispositions the researcher will use the self-constructed Teachers' Disposition tool. Possible Dimensions of the tool - Professionalism, Content Knowledge, Communication skills, Beliefs, Attitude towards students, Ability to create an effective classroom environment, and reflective teaching.
2. For assessing teachers' self-efficacy the researcher will use the Teachers' Self-Efficacy Scale by N. Ashraf and S. Jamal (2021). This tool contains 48 items divided into dimensions- Self Motivation, Commitment, Coping with challenges, Decision making, Classroom instructions, and School climate. The tool was administered to secondary school teachers.

9.6 RESEARCH STATISTICAL TECHNIQUES

In the present study, both descriptive and inferential statistics will be used. They are:

Descriptive Statistics- Mean, Standard Deviation, and Graphical Representation will be used.

Inferential Statistics- ANCOVA will be used to compare the results of the control group and experimental group by controlling the effect of the covariate variable and will measure the impact of the Performing Art Integrated Learning Enrichment Programme.

10.0 SIGNIFICANCE OF THE STUDY

The learner is the final output of education. The main aim of education is to ensure the all-round development of the learners. It aims to enhance knowledge and nourish life skills among students. Educating a child requires educating and training a teacher for it. What we want to see in our children should be reflected in our teachers first. The aim of integrating arts in school education can be achieved only when we integrate art-based learning programs in our teacher education courses in order to make them proficient in using art-integrated pedagogies in real classroom situations. According to Piaget's theory, the understanding and retention power of the learners develop when they learn through visualization. Art Integration is the image crafting pedagogy that helps the teacher to present content in visual forms. In the present study, the researcher is aiming to construct the Performing Art Integrated Learning Enrichment Programme for the pre-service teachers which will help them with the strategies and techniques of integrating various forms of performing arts in different disciplines. The program planned to be developed under this study will facilitate the pre-service teachers with the ideas of not only constructing and developing the art-integrated learning materials but will also help them to

select the appropriate methods for transacting the art-based learning content and materials in the school curriculum. The study will be beneficial for the pre-service teachers for nurturing the child in accordance with the suggestions of the **New Education Policy (2020). Pool, Dettrich & Pool (2011)** in their study concluded that integrating arts in pre-service teachers will help the teachers with better pedagogical decisions.

The study also includes the evaluation of the Performing Art Integrated Learning Enrichment Programme by looking at its effect on the teacher's dispositions and self-efficacy. If the results of this evaluation will be significant i.e. if the effect is positive then this program will be fruitful in polishing the attitude of the pre-service teachers in a positive way and will lead them to develop their values and beliefs that are positive and useful for not only them but also for the students and the community. **Brittany & Nicole (2015)** in their study found that art integration leads to a positive impact on teachers both academically and socially. **Holly Kate (2019)** concluded in his research work found that teachers believe that art integration will develop their values and skills. If the results will be significant then pre-service teachers will be more confident and passionate about their profession and will face the challenges in their profession with a positive outlook as their self-efficacy will increase. **Shuhua (2020)** found that STEAM integration in pre-service teachers enhanced their teaching disposition in attitude and confidence. It will also facilitate the pre-service teachers with the creative and practical skills to create teaching material with the local resources available. **Jamie & Margaret (2019)** in their research stated that inculcating arts in pre-service teachers will make them creative and increase their efficacy. The research quoted above reflects the idea that the usage of Art Integration Pedagogy not only makes teachers cognitively efficient rather it helps in shaping the teachers' persona as holistic beings.

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